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The Science of Education. Translated from the German of Herbart, by MR. AND MRS. FELKIN. With an introduction by OSCAR BROWNING. D. C. Heath & Co.

Herbart has given a new meaning to education. It is not necessary to be a thorough Herbartian to appreciate the great service this philosopher has done to educational thought and especially to the uplifting of educational ideals. The remarkable growth of interest in his educational philosophy is not only one of the most striking but also one of the most significant incidents of the past decade. It is only so recently as this that American scholars have begun to study pedagogy with the zeal and scientific spirit that is characteristic of university students. Naturally many of the best have gone to Germany, which for two centuries has fairly been the centre of pedagogical science, as of almost every other form of learning. While the narrow and flippant may shrug their shoulders at Jena and at those who have been to Jena, thoughtful and earnest educationists have welcomed the light that has come from that source. Nobody wishes to Germanize our education, but we do want the benefit of the best thought and best experiment from all parts of the world. It is encouraging to note that much progress is being made in bringing the best pedagogical thought of Germany within reach of the large body of teachers and friends of education in the United States who are not technical German scholars. That the interest in these writings is sufficient to warrant the venture of translating them is in itself a hopeful sign. The present volume is not a book about Herbart but a book of Herbart's embodying the essentials of his educational philosophy. In the preface Mr. Oscar Browning, surely a good authority, states that the translation, is very good, and he furthermore adds that the biographical introduction by the translators is the best brief account of the life of Herbart with which he is acquainted. The book is issued in an attractive form and it unquestionably ought to belong to everyone with any desire whatever for a pedagogical library.

C. H. Thurber

The First Three Years of Childhood. By BERNARD PEREZ. Edited and translated by ALICE M. CHRISTIE. C. W. Bardeen.

The historian of education in our era will probably characterize the last two or three years as the renaissance of child study. It is Rousseau's great contribution to educational philosophy that he for the first time directed the thought of educators toward the necessity of studying the child. His idea, taken up by Pestalozzi and Froebel, fell into desuetude after a time, largely, perhaps, through the great development of organization in schools. Ques-